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AUTHOR	Harris, Michael H.
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ABSTRACT

The Kentucky Right to Read Institute was intended to present Kentucky librarians and other interested citizens with an introduction to the Right to Read concept and to stimulate thinking and discussion on ways in which libraries and schools might serve this important movement. Participants were educators, librarians, government officials, and private citizens. The program consisted of individual presentations and panel discussions, which were produced and video-taped by the University of Kentucky Television Services. The program was broadcast via the Kentucky Educational Television Network to eleven community colleges scattered across the state, and was viewed by participants on closed circuit television. The problems of producing an institute of this kind are discussed along with the advantages gained by the experimental program. (Author/NH)

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Narrative Evaluation Report On The Kentucky Right to Read Institute

Held at

The University of Kentucky
College of Library Science

April 22, 1972

Submitted by

Dr. Michael H. Harris
Director and
Associate Professor
College of Library Science
The University of Kentucky
Lexington, Kentucky 40506
Phone: 606 258-8657

LI 003 792

Introduction

This institute was intended to present Kentucky librarians and other interested citizens with an introduction to the Right to Read concept and to stimulate thinking and discussion on ways in which libraries and schools in Kentucky might serve this important movement.

Participants were to be educators, librarians, government officials and interested citizens. There was no limitation on the number of people who could attend the institute, and there were no registration fees or tuition fees charged.

The program (see enclosed) consisted of individual presentations and panel discussions, which had been produced and video-taped by the University of Kentucky Television Services previous to the April 22 institute. On the 22nd of April the program was broadcast via the Kentucky Educational Television Network to eleven community colleges scattered across the Commonwealth where it was viewed by participants on closed circuit television.

At the conclusion of the televised portion of the program, the groups gathered at the various community colleges were given time to discuss the issues raised by the program. Each group was guided by a trained discussion leader. These discussion leaders, some twenty in number, were brought to Lexington for a one day training session prior to the institute.

Evaluation

In the past, librarians have often complained about the fact that institutes are hard to get to in a state as wide as Kentucky. The argued that the drive to Lexington, from Paducah, for instance, was just too difficult to make for a one or two day institute. As a result of this dissatisfaction with institutes located in Lexington, and the recent completion of the Kentucky Education Television Network, we decided to try a new approach. We planned to prepare a concise and well illustrated program, which would be video-taped and broadcast to the various community colleges in the State via television. The particular merits of this approach would be that the participants would not have to travel long distances to a meeting, and many more people could be involved in small group discussions with their co-workers from the same part of the Commonwealth.

We soon found that our usual problems were multiplied by 11. For instance, we had to communicate with 11 community college presidents in order to get space for the institute, and the institute had to be rescheduled once in order to get a date when space was available at all of the locations. Then we had to train discussion leaders to handle the discussion at the various locations and to provide us with an evaluation

of the institute once it had been held. For an example of one of those reports see the Appendix.

Then, of course, we were dealing with a new medium, television, and we found that the presentations had to be much more polished than they would normally be for presentation at the usual institute. This fact proved an advantage once the programs had been produced, since they were much better than they might have been otherwise. We also had to prepare visual aids to complement the presentations--all of this took much more time than we had anticipated.

A second real problem involved publicity--for not only did we circularize the library professional, but we also wanted to involve local citizens in the institute. As a result we had to coordinate publicity in some 12 different regions in the state through radio, television and the papers--again a much more complicated process than we had anticipated.

Some 300 people participated, and while this is a good deal more than we normally have at institutes held in Lexington, it fell somewhat short of the figure we had hoped for. We also encountered technical difficulties at one of the community colleges, and it did not receive the televised portion of the program. We had anticipated this eventuality however, and had provided the discussion leaders with copies of the scripts of

the presentations which they could read if anything went wrong.

The successes we think, far out weigh the few failures. Everyone who participated agreed that the convenience of traveling only a few miles to a program of this type was very appealing, and encouraged us to continue this type of institute. Furthermore, they noted that the presentations were as polished as any they had ever seen and we have had numerous inquiries about the tapes and their future use. The participants also liked the idea of being able to attend an institute where the group was small and made up of professionals and interested citizens from the same part of the State--people with common problems.

A further advantage of our new approach to the institute is that it forced members of the faculty of the University of Kentucky to familiarize themselves with educational television as an instructional medium. This exposure should hold real benefits for the instructional program in the College. Then, we also will be able to use the tapes on the Right to Read movement in our classes at U.K.

Conclusion

All in all we are satisfied with this experiment in continuing education. While attendance was less than we had hoped, the lessons learned in the process of planning the institute, and the reception afforded the institute itself, certainly were encouraging. We are convinced that this is an extremely promising way to take continuing education programs to the professional in the field, and we intend to try it again in the future. Certainly the televised institute will not replace the more conventional approach, but it appears to be a viable method for use in the shorter conferences.

It is difficult to assess at this point what impact the institute will have on the Right to Read movement in Kentucky. In certain areas, Action Councils were formed as a result of the Institute, while in others, very little seems to be happening. But certainly, this institute set the stage for further work in Kentucky by librarians and educators, and served nicely as a means of informing them of the importance, extent and nature of the Right to Read Movement.

APPENDIX

Contents

1. Announcement and Program for the Kentucky Right to Read Institute

2. Letter sent to discussion leaders following the training session.

3. Map of Kentucky with the Community Colleges which participated in the Institute marked

4. An example of the evaluations submitted by the Discussion Leaders

5. List of Discussion Leaders and Locations

PROGRAM
April 22nd

10:30 a.m. (E S T)
"The Right to Read Movement: History and Current Status"
Dr. Michael H. Harris, assistant professor

11:00 a.m.
"The Right to Read–Prospects and Problems" Panel discussion
Dr. Lawrence Allen, Dean–moderator

11:45 a.m.–Break for Lunch

1:30 p.m.
"The Right to Read Movement and Kentucky Libraries"
Mrs. Rebecca Bingham, Director of Media Services, Louisville Public Schools

2:15 p.m.
Small group discussions at the community colleges

4:00 p.m.
Conclusion of the Institute

UIS-SP 185
March 1972

Kentucky RIGHT to READ Institute

APRIL 22, 1972

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On the third of March, 1970, President Richard M. Nixon issued a message on educational reform to Congress. In that message the President introduced the concept now known as the "Right to Read." In discussing this theory the President said: *The basic ability of reading should be denied to no one, and the pleasure found in books and libraries should be available to all. . . .*

The Right to Read movement, initiated by the President's speech, is concerned primarily with the improvement of reading ability and the stimulation of reading in order to enable each individual to maximize his potential and capabilities. While many professional groups are concerned with this effort, librarians are seen as major participants in any plan to encourage the widespread use of books.

As a result of this belief, the College of Library Science at the University of Kentucky, in conjunction with the U.S. Office of Education, is sponsoring a Right to Read Institute on April 22, 1972. This institute is intended to present Kentucky librarians and other interested citizens with an introduction to the Right to Read concept and to stimulate thinking and discussion on ways in which libraries and schools in the state of Kentucky can contribute to the success of this important movement.

Participants will be librarians, teachers, government officials and interested citizens.

PROGRAM

The program, consisting of individual presentations and panel discussions, will originate at the University of Kentucky and will be broadcast via the Educational Television Network to 11 community colleges in Kentucky. At the conclusion of the televised portion, the groups gathered at each of the 11 colleges will be given time to discuss the issues raised by the program. Each group will be conducted by several discussion leaders.

The particular merits of this approach are that the participants do not have to travel long distances to a meeting, and many more people can be involved in small group discussions with co-workers from the same part of the state.

Speakers and panelists will include:

Dr. Michael H. Harris, Director of the Institute, and assistant professor, College of Library Science

Mrs. Rebecca Bingham, Director of Media Services, Louisville Public Schools, and former president of the Kentucky Library Association

Mrs. Joy Terbune, assistant professor, College of Library Science

Dr. Lawrence Allen, Dean, College of Library Science

HOW YOU MAY PARTICIPATE

Simply fill out the enclosed application. Be sure to indicate at which location you will attend. No tuition or registration fees will be charged.

KENTUCKY RIGHT TO READ INSTITUTE

Name _____

Street _____

City _____

Name of School or library system in which you are employed _____

Please complete this form and return it as soon as possible. Simply place a stamp on the reverse side and mail.

Please circle the location at which you will attend the Kentucky Right to Read Institute:

Ashland Community College
Hazard Community College
Henderson Community College
Hopkinsville Community College
Middlesboro Community College
Jefferson Community College
Louisville Community College
Paducah Community College
Prestonsburg Community College
Somerset Community College
Southeast Community College
University of Kentucky—Lexington

Exact room numbers will be sent to all those wishing to attend.

April 18, 1972

MEMORANDUM

TO: Discussion Leaders for the Kentucky Right to Read Institute

FROM: Mike Harris

As I noted on the phone, I intended to send along a few notes on steps you might follow when you are getting ready for the institute:

(1) First, recruit someone to help you on the 22nd. You all know the other professionals in your area, and should be able to select someone to help without any trouble.

(2) Second, publicize the meeting any way you can locally. Someone suggested informing local newspapers and radio and television media for coverage.

(3) Check on a good place or places to have lunch on the 22nd. Those attending at each of the community colleges will appreciate advice on where to eat that day. It is also possible that you might want to arrange to have the meal delivered. This, of course, would require more organization on your part; i.e. taking orders, calling them in, collecting the money, etc., but would be more effective in keeping people there.

(4) Check in with the Director's office at "your" community college to make sure that all is well with our arrangements. I would suggest a call around the 18-20th of April. If anything is wrong just call me collect at area code 606 #258-8657, and we will help get it all straightened out.

(5) Think about the presentation, and consider ways in which you might lead the discussion at the conclusion of the formal programs.

(6) Attend the institute on the 22nd. We would suggest that you arrive somewhat early--about 9:30-10:00 E.S.T. As we noted, the program will start down the line at about 10:35. They will send some color bars down about 5 minutes previous to the start of the program. We will ask the partici-

pants to try and arrive by 10:00 a.m.

(7) Prepare a few introductory remarks about the institute to present at the beginning of the morning. The day's program would look something like this:

10:00-10:30 E.S.T.	Getting acquainted and settled
10:35-11:00 E.S.T.	Mike Harris
11:00-11:45 E.S.T.	Panel
11:45-12:30 E.S.T.	(Option of discussion and/ or adjournment for lunch)
12:30- 1:30 E.S.T.	Lunch
1:30- 2:15 E.S.T.	Rebecca Bingham
2:15- 3:30 E.S.T.	Discussion Groups (Flexible Timing)
3:30- 4:00 E.S.T.	Program Evaluation by Participants

(8) Prepare a short evaluation of the institutes effectiveness as an experiment in continuing education -- and report on what ideas the participants had on ways in which Kentucky librarians might get involved in the Right to Read movement.

(9) Questions you might ask at the end of the day:

(1) What were your general reactions to the day's program?

(2) What did you like <u>most</u> about the program?

(3) What did you like <u>least</u> about the program?

(4) What did you learn that you can put into action on your job, in your organizations, in your community?

(5) What other activities would you suggest as a follow-up to this program?

Enclosed also find copies of Rebecca's script and my script.

Good Luck,

Mike Harris

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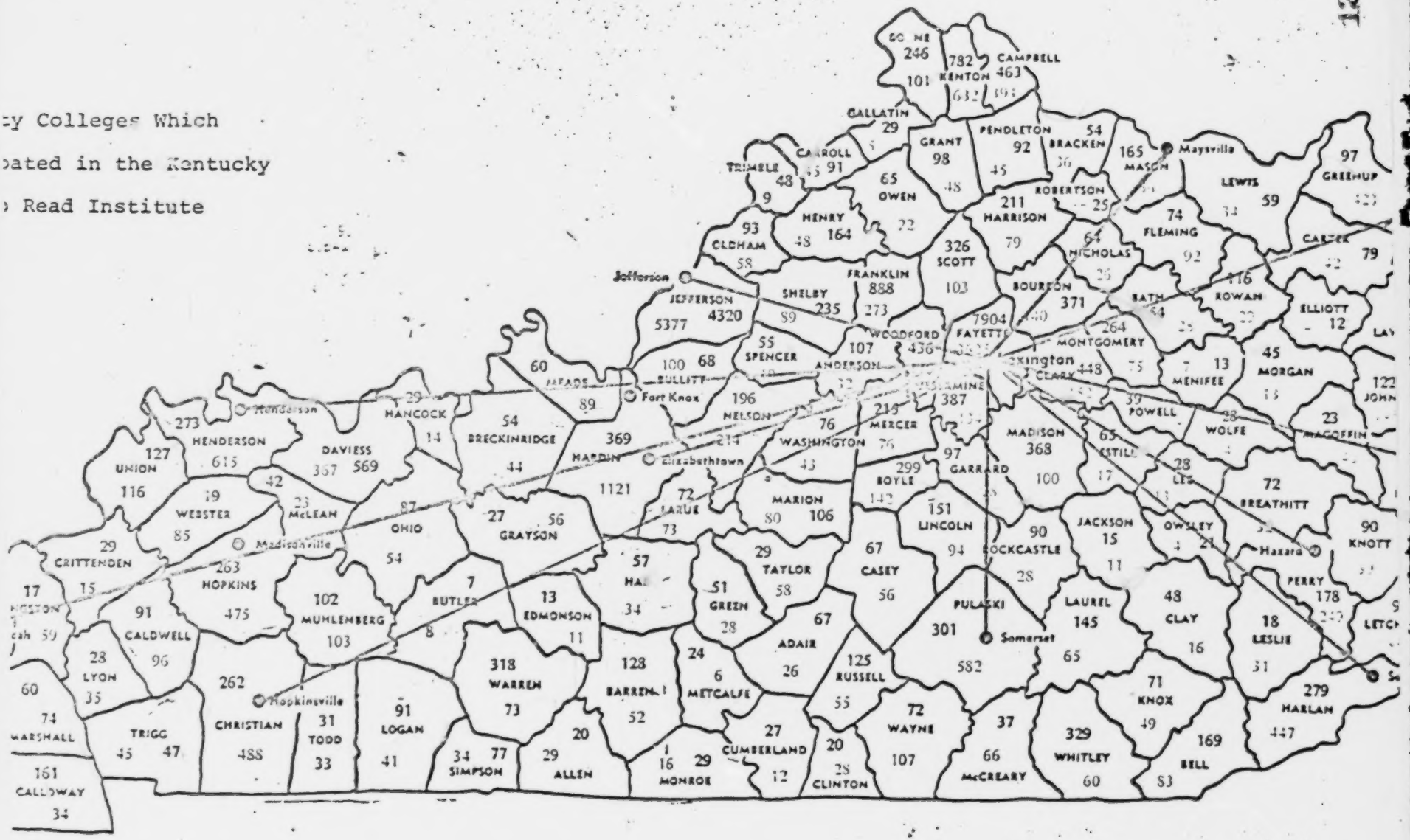

Wells Young
REX J. MILLER, Principal
REBECCA J. EARLS, Librarian
JUANITA HAGAMAN, Secretary

PAUL G. BLAZER LIBRARY
PAUL G. BLAZER SENIOR HIGH SCHOOL
BLAZER BOULEVARD
ASHLAND, KENTUCKY 41101

April 26,1972

To: Dr. Michael Harris
From: Rebecca J. Earls
Re: Kentucky Right to Read Institute at Ashland Community College

First of all, the general reaction to the day was positive. The Institute must be termed successful in many, many respects.

ATTENDANCE: 24

1 superintendent	3 classroom teachers	0 college librarians
1 assistant superintendent	2 elementary librarians	3 public librarians
2 principals	9 secondary librarians	3 reading specialists

CONCEPT ITSELF:

The participants were extremely enthusiastic about being able to view and hear from authorities in the state of Kentucky without having to travel long distances. Their reaction to the TV medium was good and as a means of continuing educaton it is a powerful, creative, and challenging instructional agent for in-service programs.

TV PRESENTATION:

Technically the reception was excellent and the facilities at ACC were more than adequate. The material and the "stars" came across beautifully. When I saw that the audience was taking notes and gasping over the facts they were hearing I knew we were home free. Our viewers requested copies of the scripts and they are being mailed today.

CONTENT:

The assembled group in Ashland had no idea the reading problem nationally, state-wide, or locally was so severe. They were concerned and interested in obtaining facts and information to pass on to the community. The three presentations covered the field well, but it would have been good to have had some addresses to request material mentioned by the TV panel, such as the Right to Read kit, AASL publication on the Right to Read, etc.

DISCUSSIONS:

These were the biggest plus factor of the day. The morning discussions (after the panel) was the more fruitful of our two as many outstanding ideas were presented. We opened right up with a positive and negative reaction on volunteers and before we broke for lunch five people had volunteered to do story hours for children at the Ashland Public Library this summer. Our librarian at the Public Library is going to form a "Friends of the Library" group and

REX J. MILLER, Principal
REBECCA J. EARLS, Librarian
JUANITA HAGAMAN, Secretary

PAUL G. BLAZER LIBRARY
PAUL G. BLAZER SENIOR HIGH SCHOOL
BLAZER BOULEVARD
ASHLAND, KENTUCKY 41101

most of the participants will attend that organizational meeting. A school superintendent in the group said he had been so impressed that he has decided on a new theme he'll discuss with P.T.A.'s next year. He said, "If we can be so interested in little league, booster clubs, and band parents, why can't we start a 30 minute story hour in each home, every night?" Formulation of an ACTION group for the Ashland area will be undertaken as a project of the Ashland area librarians' group which already meets monthly and plans for Right to Read activities will be made at a meeting in May. All participants at the Institute will be invited to that meeting.

The afternoon discussion was centered more on what could be done in the schools and the group was divided into two sections. The main problem as viewed by our groups was a lack of communication between teachers and librarians. Each librarian or reading specialist is charged with forming a Reading Management Team in his/her school. We feel parents need to be more involved and the public and school librarians offered their time to talk at P.T.A. meetings next year. As a means of reaching more people the school librarians in Ashland plan to have a monthly column in the Ashland paper to tell "how it is" with our school libraries. However, the biggest and best idea of all was that of giving every child a new outlook on reading by approaching him as an individual reader who needs to "love to learn" whether by print or media. Fewer restrictions and more outreach best sums up our direction. Less shifting and more sharing of responsibility is our goal.

FOLLOW-UP:

A sample of the cover letter being mailed with the scripts is enclosed. Julliette Bryson, librarian at the Ashland Public Library is using the Right to Read Institute as the subject of her weekly column soon. A summer story-hour for children will be started by volunteers from this workshop. I will write up the results of this program next Fall. The ACTION committee will meet in May. Some activities to be discussed will be: reading discussion group at Scope Towers (retirement home housing several hundred persons), story hours at low income housing projects, and a definite plan of working with those enrolled in adult education programs to encourage reading in the home by every family member. One of the most interesting ideas presented was that of having a national network program on reading (sort of like "Cover to Cover" for families). Sounds better that "What's My Line?", doesn't it?

IDEAS TO CONSIDER:

There should have been better publicity, much sooner, and more directive. We did involve the school authorities here, but it was a little too late. The mailing went to too small a group. A possible time change might have been better as it was a long day. Perhaps it

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could have started at 9 a.m. and run until 1 p.m. with TV coming straight through. And I was wrong---people do like hand-outs.

WILL YOU PLEASE WRITE:
These people were especially helpful to me and I would like for you to write to them personally if you have the time.

Mr. Henry Hughes, Reading Specialist, Ashland Community College.
He co-ordinated the workshop at the college and had everything set up including coffee and home-made cake. He presented the opening remarks to the group and was the other discussion leader in the afternoon. Henry was really a co-leader.

Mr. Robert Morriss, Director of Elementary Education, Ashland Independent Schools, 2601 Lexington Avenue, Ashland, Ky. 41101
Bob really made a great effort toward the success of this day. He prepared the printed programs we distributed at the meeting, sent letters to every teacher in the Ashland school system, and wrote to every area superintendent requesting that their teachers and librarins attend. He also helped Mr. Hughes and me organize our plans for the discussions.

You requested a short evaluation and this is the longest "short" I've ever seen, but you should hear how excited I am about our Sat. at ACC. I will not be here to see the buds blossom, but I am certain that the seeds are in the ground.

Sincerely,

Becky Earls

P.S. Congratulations on your week full of honors. I'm really looking forward to K.L.A. now!

Letter sent by Mr. Morris —

April 18, 1972

MEMO:

TO: ALL TEACHERS, ALL PRINCIPALS, ALL LIBRARIANS, PTA LEADERS

FROM: CENTRAL OFFICE

SUBJECT: "KENTUCKY RIGHT TO READ INSTITUTE" - APRIL 22, 1972

On APRIL 22, 1972 from 10:00 a.m. to 4:00 p.m. a "RIGHT RO READ INSTITUTE" will be held at the Ashland Community College, Room 301.

This institute is intended to present Kentucky librarians and other interested teachers and citizens with an introduction to the "RIGHT TO READ" concept and to stimulate thinking and discussion on ways in which libraries and schools in the state of Kentucky can contribute to the success of this important movement.

The program to be followed is:

10:00 AM.....Registration
10:15 AM.....Introduction of KETV Presentation
10:30 AM ....."The Right to Read Movement:History and Current Status" via KETV
11:00 AM ....."The Right to Read-Prospects and Problems" a panel discussion via KETV

12:00 NOON to 1:15 P.M.....Break for lunch

1:30 P.M....."The Right to Read Movement and Kentucky Libraries" a talk via KETV
2:15 P.M.....Small Group Discussion among those in attendance
4:00 P.M.....Conclusion of the Institute

It is hoped that ALL librarians will be able to attend this "Institute". Also, any other interested teachers and citizens who can attend are urged to do so.

Location	Room Numbers	Discussion Leader (s)
Ashland	301 and 302	Rebecca Earls
Elizabethtown	157 and 159 Admin. Bldg.	Alma Hill
Hazard	Library	Mrs. Don Ward
Henderson	202	Martha Graham Vera Grinsted
Hopkinsville	165 and 166	Esther Carter David Cumbee
Jefferson	204 and 206 AB	Rebecca Bingham, Bill Garner, Eleanor Koon, Barbara Miller
Maysville	Auditorium	Zada Parsley, Mike Averdick
Paducah	111	Tom Sutherland, Bill Wade
Prestonsburg	Pike 113	Caroline Hay
Somerset	S114 (Stone Hall) Auditorium	Irene Broils
Southeast	113	Gertrude Dale Dot Ray
U.K.	245, 247 Classroom	Joy Terhune, Ruby Trower,